

# ARTS EDUCATION

## Missoula selected for Any Given Child program

Missoula was recently chosen to participate in the Kennedy Center's Any Given Child program, which is designed to help communities develop a plan for expanded arts education in their schools, ensuring access and equity for all students in grades K-8.

The Kennedy Center brings to this initiative more than three decades of work with thousands of students, teachers, principals, administrators, business leaders, and arts managers across the country.

"Any given child in this country deserves the opportunity to experience and engage in the arts," said Darrell M. Ayers, Kennedy Center Vice President for Education. "By offering a strong arts education, young people benefit in intellectual, personal, and social development. We want to ensure that every child receives a complete education – one that includes the arts – and that Any Given Child communities serve as examples for other cities across the United States."

Any Given Child was initiated in 2009 by Michael M. Kaiser, president of the John F. Kennedy Center for the Performing Arts, out of his concern about the status of arts education in America. He noted that for most young people, access to arts education in school was sporadic and uneven.

"If a child's second grade teacher is familiar and comfortable with the arts, that child may have many arts experiences during the year," he observed. "However, if that same child's third grade teacher has little or no experience with the arts, the child may receive no arts instruction nor participate in any arts experiences that year."

With Any Given Child, Kaiser envisioned

that a community would come together to address the need for access to and equity in arts education for students across an entire school district.

The program is designed to assist a community in planning strategically to provide an

equitable arts education for students in grades K-8, using the existing resources of the school district, the local arts community and the Kennedy Center.

It focuses on grades K-8 because of the unique nature of high schools, which typically include the arts in elective classes. If more demand for the arts is created in grades K-8, research shows that more demand will follow in high schools.

Because the program is funded with public dollars, Any Given Child communities focus data gathering on public schools and public charter schools.

Communities that have participated in the program include Austin, TX, Sacramento, CA, Iowa City, IA, Tulsa, OK, and Portland, OR. Missoula is among the smallest, so far.

"One of the things we noticed when we were here a few weeks ago, is when you all get behind something, it looks like there's nothing stopping you people," Ayers said at an August presentation in Missoula. "This will take a snapshot of what's already happened, and then look for gaps. We look for ways

things can be better distributed."

The Kennedy Center has identified five primary outcomes for communities participating in the Any Given Child program. Communities will:

- Develop long-term goals for increased access and equity in arts education programs and resources for K-8 students.
- Develop and maintain programs and support systems (including data, resources, and professional development) for arts learning providers, such as classroom teachers,

arts specialists, administrators, arts organizations, and teaching artists.

- Develop and maintain a governance structure to oversee and sustain the Any Given Child program.

- Secure funding and other resources necessary to sustain the community's long-term goals for K-8 arts education for every child.

- Influence arts and education policy in the school district, local government, and arts organizations.

According to the *Missoulian*, Mike Halligan of the Dennis and Phyllis Washington Foundation, which recommended Missoula for the program, said, "We focus so much on STEM (science, technology, engineering and math), which we certainly should. This would be like adding an 'A' so it would be STEAM." Learn more at [www.kennedy-center.org](http://www.kennedy-center.org).

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## Schools invited to participate in Poetry Out Loud

The National Endowment for the Arts and the Poetry Foundation present Poetry Out Loud: National Recitation Contest, in partnership with the Montana Arts Council. Poetry Out Loud encourages high school students to memorize and perform great poems.

There has been a recent resurgence of poetry as an oral art form, as seen in the slam poetry movement and the immense popularity of rap music among our youth. Poetry Out Loud invites the dynamic aspects of slam poetry, spoken word and theatre into the English class. This exciting program helps students master public speaking skills, build self-confidence and learn about their literary heritage.

A veteran Montana English teacher who participated last year said, "You know, it changed me too. After 30 years of teaching, it was a real shot in the arm."

"When you see kids stand up there and understand a poem as they recite it, something

lights up inside of them," she added. "It's a very cool thing."

The program follows a pyramid structure, with school, state and national competitions. The Poetry Foundation provides materials for each participating teacher, including a best performances video, a poster and a teacher's guide, all supplemented by the website at [www.poetryoutloud.org](http://www.poetryoutloud.org).

The official contest is limited to recitation of the poems included in the hard copy and online Poetry Out Loud anthologies. Each participating school implements the Poetry Out Loud curriculum in the classroom, holding classroom-level and then school-level poetry recitation contests and identifying a school-wide champion.

The Montana Arts Council will host the state competition at the Myrna Loy Center in Helena in March 2014. National finals in Washington, DC, are scheduled for April 28-30,

with travel costs paid for the Montana state champion and one adult chaperone. The Montana Arts Council also contributes \$1,000 toward travel for the state champion's teacher.

Prizes, awarded by the Poetry Foundation, are \$200 for the state champion and \$500 to their school for purchase of poetry books; and \$100 for the runner-up, with \$200 to their school.

Winners at the national level receive a \$20,000 college scholarship for the grand prize; \$10,000 college scholarship for the runner-up; \$5,000 scholarship for third place; and \$1,000 scholarships for finalists in fourth-eighth places. Schools of the top nine finalists each receive \$500 for purchase of poetry books.

For more information, visit [www.poetry-outloud.org](http://www.poetry-outloud.org). To get your school involved this school year, contact State Coordinator Margaret Belisle at [marbelisle@aol.com](mailto:marbelisle@aol.com).

## Wallace Foundation report explores learning in the digital age

Even though schools are cutting back on arts education, young people are following their artistic passions outside of traditional programs, fueled by new technologies that enable them to create and share art, according to a new report commissioned by The Wallace Foundation.

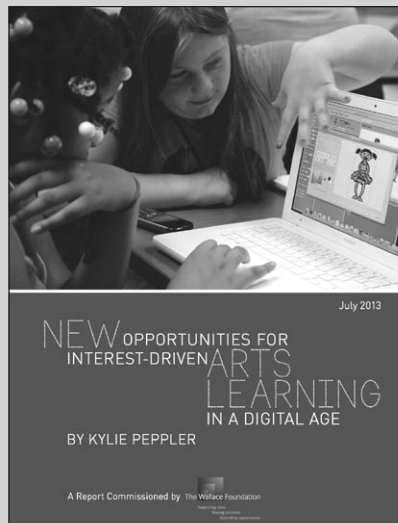
The report, *New Opportunities for Interest-Driven Arts Learning in a Digital Age*, delves into "interest-driven arts learning," that is, exploration of the arts that emerges from children's and teens' own creative passions.

"Young people are producing this art solely because they want to and are motivated by their own pride in their work and curiosity, not because of what others think or want," said report author Kylie Peppler, an Indiana University assistant professor of learning sciences. "These interest-driven arts projects offer valuable insights about what make youth engage and persist in arts activities."

Understanding young people's interest in art is important because previous RAND Corp. research shows that adults are more likely to participate in the arts if they were exposed to the arts as children. However, a significant proportion of schools around the country offer minimal arts education, especially in low-income communities.

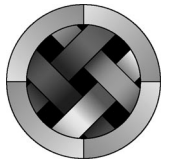
"We hope that schools and after-school programs will use lessons from this new report to attract and retain youth interest in the arts," said Daniel Windham, director of arts at The Wallace Foundation.

New technologies are expanding the possibilities for creative



themselves artistically on the internet, given that most young people spend an increasing amount of time online. Thanks to multi-tasking and using more than one medium at a time, kids are packing almost 11 hours worth of media consumption into each day, according to a 2010 study by the Kaiser Family Foundation.

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## Resources for K-12 school music programs

For instrument purchase and refurbishment:

- The Mr. Holland's Opus Foundation ([www.mhopus.org](http://www.mhopus.org))
- Mockingbird Foundation ([www.mockingbirdfoundation.org](http://www.mockingbirdfoundation.org))

Other useful sites:

- Donors choose ([www.donorschoose.org](http://www.donorschoose.org)), where educators can ask for specific materials and donors can choose what they would like to provide.

- Adopt-A-Classroom ([www.adoptaclassroom.org](http://www.adoptaclassroom.org)), which invites the community into the classroom to support teachers and their students.

- Fender Guitar Foundation ([www.fendermusicfoundation.org/](http://www.fendermusicfoundation.org/)), which accepts grants from established, ongoing and sustainable music programs in the U.S. that provide music instruction for people of any age who would not otherwise have the opportunity to make music.